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School Activities

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As the Editor Sees It



"Keeping Goals Within Reach" always represents a good policy ideal for the student council. Goals too high are unattainable and hence discouraging. Goals too low offer no challenge when planned and no thrill of accomplishment when attained.

With Sputnik has come an increased interest in the differentiated diploma idea—a different diploma for different curricula—academic, vocational, commercial, general, etc., or a "regular diploma" and a "certificate of attendance."

In a recent investigation of 466 Michigan high schools Kermit Dennis (*The Clearing House*, October, 1959) found 71 or approximately 15 per cent using multiple diplomas, with their experience being indicated as "entirely satisfactory" in 37 schools, "some problems" in 21, "not satisfactory" in 7 and "no report" in 6.

Of the 395 single-diploma schools 140 were either considering the idea or "watching it with interest." About one-half of the principals favored the plan. (Incidentally, Texas and Delaware have legislated against the multiple diploma plan.)

All of which would indicate that the multiple diploma idea should be studied most carefully, not adopted hurriedly.

One of the main problems facing most yearbook staffs is that of establishing suitable work periods. In a few schools a particular period is scheduled. In others the yearbook becomes, for certain students, a specialized part of the journalism course. However, in general, the yearbook work period is a makeshift, scheduled before or after school, at noon, in the evening, or in a regular activity, club, home room or other period.

Obviously, because the yearbook is an important school (not just senior class) activity sensible time provision for getting it up and out should be made—and not at the expense of the staff members' loss of other profitable extracurricular opportunities.

Briefly, here are some suggestions for 1960 yearbooks by the Editor of *Photolith*, the journal of the National School Yearbook Association

(Columbia, Mo.): (1) cover the curricular as well as the extracurricular; (2) don't say too much; (3) vary the pattern of leads and length and form of other sentences; (4) lighten page load—abbreviate copy and drop eulogies, adjectives, apologies and less important details; (5) select only a limited number of good pictures and destroy the rest; (6) neither casually brush off the faculty and administration nor present an excessively detailed and boring treatment; (7) introduce sports sections with well written summaries; (8) avoid the ornate in slant, shape, color, division pages, and cover.

Good advice from a competent professional!

Approximately three-fourths of high school yearbooks are now produced by lithography and only one-fourth by letterpress. Certainly a part of this trend is due to the practical services rendered by the lithography companies. Every yearbook staff can well afford to capitalize on this type of assistance from outside experts who have had far greater experience than any sponsor.

In a great many communities physical education, though required for graduation, is not highly regarded by administrators, teachers, students, and parents, often being characterized as "inadequate" or "a waste of time," and occasionally as "downright disgraceful, educationally."

In a recent state survey of superintendents' opinions 90 per cent stated that their communities understood athletics but not physical education; 60 per cent stated that parents do not believe physical education important and 75 per cent stated that students agree with these parents.

The two most basic reasons for this sad state of affairs listed by these superintendents are (1) poor teaching and (2) a lack of enthusiasm on the part of the physical education teachers.

Undoubtedly, a large part of this deprecatory attitude is due to the fact that most schools employ a "coach," not a "teacher of physical education," and the classes are just tossed into his lap. Naturally, then, the physical education classes are considered of minor importance and receive only lackadaisical attention.

"We need some money so let's put on a play." "What kind of a play?" "Oh, any kind that will get the laughs." The result? Usually the presentation of some hilarious, low-grade farce that brings many belly-laughs, a good "gate"—and little or nothing except entertainment for everyone concerned. So that's dramatics? Well, let's see.

Sponsoring the Dramatic Club in High School

IF THE PRESENT WRITER WERE TO DISCUSS from her own experience only, the sponsoring of a dramatic club, the title of this story, might well be, "Drama in the Fifth Dimension," or "Without Time or Place." In most instances, so far as rehearsals were concerned this would apply, exactly.

A place usually is found to give the play after, by hook or crook, it is ready for production. The basketball game or the track team will be removed from the auditorium for that hour or two and the P.T.A. may even be brought in, as audience.

In fact, it is doubtful if any of our school audiences quite realize that there has been any difficulty about production of the entertainment offered them.

It is to be hoped that they do not know because in the glow of creating our illusion and telling our story, we too, the club and sponsor, forget the difficulties. We may hope—sometimes (*before* the curtain and *after*) for better things—but, for the time being, "the play's the thing."

Dr. Milton Smith says, "A play is a story; told by actors on a stage, before an audience."

This definition is worth considering and for several reasons.

In spite of the fact that there are other dramatic activities, such as pageants, and episodic narratives, or pantomime, it is very likely that the major portion of the sponsor's efforts will be expended on the play. Therefore, a play production seems to deserve priority in discussing this field.

The definition is a good one to teach to high

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school students; especially if the sponsor is also the English teacher and plans to motivate speech and perhaps a little creative writing through the medium of the drama club. Not a single item of the definition may be omitted and leave a true description of that surest of all tools for teaching—a play.

In the making of a narrative into a "story, told upon a stage,"—speech becomes outstandingly important. The actor must be so familiar with the use of words that he uses them flexibly, almost unconsciously. Otherwise he will attract the audience to his own difficulties rather than to the climax of his story—toward which he is trying to lead that audience.

Having our players now in line, we still must have a stage. The audience must see the play.

We do not see radio performances, of course, but in that case the audience is merely "doing without" a part of the show that is necessary to complete it.

The stage can be either above or below the location of the audience. Arena theatres usually play below the eyes of those watching the story being told. This requires greater skill in acting, though, as well as in stage setting. In some plays a part of the illusion may be lost.

If you sit in the balcony, at a performance of "Macbeth," you will see the entrance and exit of Banquo's ghost. To those in the orchestra chairs the ghost appears suddenly, as it is intended to appear, at the head of the table. The entrance and exit are masked by the raised arms of the "guests," who stand each time to drink a toast.

Most of the people attending Shakespeare's plays at the Globe Theatre were below the level of the stage. These were the cheaper places in those days. The gentlemen of the court and, now and then, a few ladies, in masks or behind fans, sat in the balcony. No doubt they had better manners than to mention items not intended for

OUR COVER

The upper picture shows Mr. Louis P. Balletto, Coordinator, Dr. Joseph P. Mooney, Principal, and managers and department heads in one corner of their school store at Uniondale, New York. See article on page 231, this issue.

The lower picture shows the journalism class of Hutchinson Junior High School, Lubbock, Texas, preparing its assignment for the Teen Age Page of the *Lubbock Avalanche Journal*.

them, or maybe they didn't know they *had* seen any such.

Nevertheless, having a stage, whether above or below the eye, fulfills that part of our definition.

Still the definition is not complete without an audience.

If anyone doubts this fact, let him try reading a part in an empty room, or an empty theatre, or even before a mirror. The performance will be only approximate. You can imitate the interest, the thought, the emotions that you hope to convey, but it is very doubtful if you will feel much response to your own words.

The audience gives to the actor the response that he needs to go on "building the play"—raising it toward the climax. That must be evident, or the story has no plot.

Supposing, then, that we are agreed upon what constitutes a play, the next point of interest would seem to be selection of a play suitable for high school students to produce.

Right off the reel—to be a bit slangy—may the present writer state that, even in the face of learned opposition, it is her humble opinion that high school boys and girls of average experience can do very little toward making the selection.

Most of the references on co-curricular activities either omit a discussion of the way in which a play is to be selected, or give a list of criteria for evaluation, or merely state that the entire club or a committee should select it. These authors seem to take it for granted that the group will read a number of plays and select one. To this, of course, there would be no objection, if it were practical, either as to time element or desirable outcomes.

Upon what basis can a high school student (junior or senior) select a play to be given "on a stage and before an audience," just by reading the written words on paper?

In fact, many an experienced producer on Broadway has lost heavily at times, because he could not foresee how a new play would develop in production.

It is, of course, an easier matter to decide whether you'll give "Cinderella" or "Jack and the Beanstalk" than it is to choose between Sir James Barrie's "Rosalind" and "Queens of France" by Thornton Wilder. Especially is this true if you've never seen either story "told upon a stage."

Reading the play will not tell the average high school boy or girl how the production will "look"—nor how difficult it may be to cast and to act.

If there is an outstanding requirement for the sponsor of a dramatic group, it is personal experience with a sufficient number of plays, suitable for the type of group that he is to sponsor.

If the time allotment permits two plays to be read by the club, before it starts on the actual rehearsals, then there might be no objection to letting the members read two plays (short ones, certainly) both of which the sponsor is sure are suitable. Some dramatic groups are interested chiefly in "giving" a play, and perhaps taking part in it. They wish to begin activity at once.

Of course the club members must be helped to understand the characteristics of plays, whether they are to read one or more than one, before they go into the play-producing business. But, I'm sure Dr. Elbert Fretwell would agree with me that you teach "as you go," concretely. You do not stop to lecture.

Almost every dramatic group is interested in the two definitions of tragedy; and the fact that some plays fit both definitions.

"Macbeth" does this. The hero, or leading character, not only fails of his purpose—but his purpose was bad to begin with.

The comedy, with its leading character succeeding in his aims (which, if they are not always heroic, are at least not wicked), usually offers an interesting problem as to which type of comedy the play is.

The fantasy and the satire can, of course, be written in tragic form but this offers no identification of the tragedy. The lead still must fail, or he must have the wrong aims, to constitute a tragedy.

The fantasy is more often a comedy than is the satire. "The Torchbearers" and the "Pot-boiler" are satires, quite usable for high school, making fun as they do of an amateur rehearsal and a "road-show" rehearsal.

"The Land of Heart's Desire" by Yeats is one of the delightful fantasies that the Irish Folk Players provided. It is just as suitable for junior high school as for the senior levels. The plot is easily understood.

On the other hand, Edna St. Vincent Millay's "Aria da Capa" is lovely to see, and suitable for senior high school—but, maybe, it will be in need of explaining. It is just as effective to play this without any death scene. Pierrot and Pierrette can disappear from the stage and the new lovers enter, sit down at the tea-table and begin to talk in the same nonsensical way.

Besides these types, there is the romantic comedy, which is much favored by senior high schools. Barrie's "The Twelve Pound Look" may be classed as a dramatic comedy, although one may think at the "half-way mark" that it is going to be the romantic type.

Beside these types there is the farce comedy in which the impossible is accepted as rational. This is sometimes very funny. Noel Coward is good at it. Last of all comes the "grotesque," or farce, "outdoing itself," and gone mad. Do not try it in high school. "Op O' Me Thumb" by Barrie would come under dramatic comedy too in spite of having, at times, the aura of romance.

One thing that mystifies some high school people just beginning to deal with drama is that a play can be a comedy without having a single "laugh line" or comic situation in it. "Op O' Me Thumb" has laughs—but they are wistful.

For the purpose of creative writing in the English class, the students may have had basic information concerning plays. In that case this need only be reviewed—and quickly, for rehearsal time is precious.

Most books on student activities evaluate creative writing as of "inestimable value as an educational experience." The use of good grammar, speech, planning, and imagination—all are called for.

Two of the most interesting and usable writings for a high school to make into plays of from 30 minutes to an hour are Dickens' "Christmas Carol" and Ben Greet's "Masque of Pandora." Our 9-A group transcribed the "Carol" and the Drama Club played it; thus, some of the writers took part in their own play.

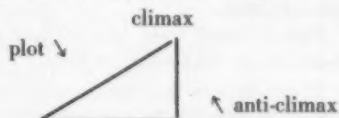
We used Ben Greet's "Pandora" in an out-of-doors theatre on Lake Erie. It was transcribed, that is "cut" and the language made less formal, by the same group that played it. Tennyson's "Idylls of the King" can be made the basis of a delightful fantasy just by using as a nucleus the verses selected by each member of the group or class to "learn by heart."

A second way to produce creative writing that may be rewarded through production by the Drama Group is the suggestion of a basic situation that the student resolves, by writing a one-act play—starting with the given situation. This worked very well in the 12th grade, for the present writer.

Of course, before any creation of plays is attempted in class or club, there should be some

understanding of the structure of a well-made play. It is simple enough, but some of the most extravagant plays, commercially presented, have missed it.

The shape of a good play is a triangle:



The long side represents the development of the plot—the climb in interest, leading up to the climax or event for which the story was written.

The climax may be an avalanche or a thought, but the audience must recognize it. If the playwright and actors have performed well, the climax is unmistakable. An O'Neill climax is, nearly always, a thought.

The anti-climax should be brief. The play is over—and the audience knows this.

Following the selection of a suitable play will come the rehearsals. The five steps that Dr. Milton Smith regards as essential in learning a play are:

1. Reading of the play. This takes the place of try-outs, especially if the sponsor teaches the club members elsewhere.
2. Where necessary, make changes in the cast.
3. Learn the first half of a one-act play, or the first act of a long play. Although here the material is read without the book, the book is kept in hand for emergency reference in order to avoid too many distressing stops.
4. Complete the learning. The rehearsal covers only the last part of the play learned. For a longer play another rehearsal is needed to complete this fourth step.
5. Play the entire one-act play through, without books, using only a prompter. An intelligent club member should be taught to "hold the book."

The dress rehearsal, the day before the actual production, is or should be, a "part of the production" since it should be exactly the same as the finished play except for one thing—there is no audience.

Let not the sponsor be too discouraged if the dress rehearsal is not just what he expected. The interest, spirit, and even more of the "props" will be on hand for the audience.

The school shop can make simple pieces of scenery. A fireplace is not difficult, using a framework with painted canvas or "brick-paper"

for the front. Window frames with curtains can be attached to whatever backdrop there is.

However, with a cyclorama it might not be advisable to attach anything, although any set piece can be placed in front of it, and furniture used, of course.

Potted, small trees can suggest the out-of-doors—as in Shakespeare's time.

In the theatre that has scenery—even a few flats—it is possible to use both sides. For the inside set painting the "shaker-brush" method gives the appearance of thickness. However, this takes time. Shake on the predominant color last: as red, green, and then gray if you want the final color to be a gray wall. The back of the flats can be used for a high wall, with vines covering the joining lines and wooden cross bars. The latter had better be painted and the vines should, if real, have the broken ends in water or wrapped in wet cotton.

Flats will not do for sky. For a sky, a "drop" must be painted a smooth light blue and lighted from top and bottom, or the shadows of the stage-set will fall on it.

Alberta Walker, at Wilson, had a wonderful idea for making backdrops out of two large frames covered with chicken wire. Into these were stuck laurel twigs—in full leaf of course. To the laurel twigs were fastened small clusters of climbing roses. An Olympian setting for the "Masque of Pandora" made from chicken wire, is an accomplishment, and an easy one.

Making costumes presents almost the same problem if these are not the everyday modern type. The present writer has assisted with the construction of medieval costuming, right straight through several English classes, while members of the class read the assignment to us. These outfits even including the tall pointed hats, were made of cardboard, paper-fasteners, dime-store lace, and gilding.

Material for costumes can be almost anything. It is, for example, even possible to costume Edmund Rostand's "Romanceurs" by dyeing unbleached homespun and creating embroidery with paint and gilding. Evening dresses, draped at the side, with ribbons (and long sleeves to simulate medieval clothes), can be used to good advantage. Naturally, almost all attics contain clothing and equipment of other days that can also be used.

Among other dramatic activities in the school, and a very rewarding type, is a news commentary. The writer produced such a program called "Our

World of Today for the Students of Tomorrow," which included previously broadcast material. This was placed in a notebook, sealed with tape and dedicated to "The Students of the Year 2000." At another school a similar program was entitled "Our World from the High School Viewpoint."

Plays, too, can be offered on the radio. Generally, however, there is little time on a local station's program for educational affairs. A good play, recorded, will help the broadcaster solve this problem.

Although pageantry (probably the oldest known form of dramatics) and pantomime are mentioned by most writers as having educational merit, they have deteriorated in American schools.

Pantomime is often mentioned as being "preparatory" to the spoken word. Yet the spoken word comes before most of the gestures that we normally and naturally make. Most of us have forgotten this period of our lives when we had not yet learned to talk. Dramatic pantomime originated in the Italian Classical Ballet as a variation of the usual choreography. (No ballet uses spoken lines.) The gestures were of a formal and familiar pattern.

Narrations and tableaux are quite suitable for national holiday celebrations. This type of production is pretty and easy to do, especially in the elementary grades.

Considering dramatic club activities in their entirety, one might justifiably say that their values to the school, student and community far outstrip their usually stated narrow objectives.

Such objectives are mainly "educational," in the minds of the most teachers—ability to speak, to use good grammar, to speak before an audience and to cooperate with classmates. But so much more is created in the mind of students—both as actors and producers and as witnesses—that a whole new world is created for those who learn through participating in and watching and listening to good plays. Even this will not describe all of the values.

Obviously, pertinent plays will help to make other subjects especially history and social science, more understandable and profitable. They will make a striking impact.

Teach history all winter, but the one area that your students will recall in June—for sure and without fail (as well as far beyond June)—will be that concerning which a play was produced.

Many schools have a school store, but very few have ever organized and handled a "real" store "downtown." Here is how one school did this.

Outside Activities in Business Education Pay Off

TWO YEARS HAVE GONE BY SINCE I WAS A CLASSROOM TEACHER and retailing coordinator of our high school. Still, not a day goes by without some mention of our student-operated retail store in the town of Uniondale, New York, over two years ago.

It seems that this activity left a lasting impression upon students, parents, businessmen, school, and community.

The writer has been wondering for some time, what really brought about such a phenomenal interest in this project? I have an idea that school activities such as this afford wonderful opportunities for students and teachers to work together on a friendly cooperative basis thus establishing the rapport so very necessary for the guidance of youngsters.

When outside activities are properly planned and executed they make fine contributions to the total development of the student. They are dynamic means for promoting personal and social development. These activities can be planned so well that they will increase vocational knowledge and skill as well as social understanding. Business students are also given opportunities to explore practical experiences as well as classroom theory.

Visits to only a few high school retailing classes are necessary to show that very few pupils in these classes are above the school average in social intelligence. Too often the home and neighborhood life of average high school pupils has been such that they have learned little about what constitutes normal social behavior. Indeed, most of these youth know nothing more than the most rudimentary commonplaces of social usage.

For this reason they are not in a position to realize the great importance of consideration, tact, and politeness in business life. They have rarely had enough social experiences to enable them to meet strangers easily, to win the liking of adults by their manner, to retain their poise under trying conditions, and to show consideration toward others.

One of the major problems in any high school class in retailing or salesmanship, therefore, is to develop in students the social and vocational abilities they need to be successful in store work.

LOUIS P. BALLETT
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Uniondale, New York

Many of us in education sometimes forget that social development is just as important as is specialized individual achievement. Without the ability to get along well with others an individual will find his climb to success difficult.

The secondary schools have done comparatively little to develop organized courses or planned learning exercises designed to train students in the art of social relationships. Unfortunately, the efforts in the few classes organized for this purpose have been limited almost entirely to discussions of the personality qualities assumed to be essential for success. No systematic program of training in social relations has been incorporated into school curricula. The few students who have developed an ability to maintain pleasant social relationships in their capacity as salespersons in stores have developed this ability on their own initiative and usually without any planned aid from their teachers.

Whether or not the retailing coordinator or other school official realizes it, the major objective of the retailing course must be to provide instruction and to develop social and vocational abilities in the students enrolled. Planned activities in the classroom and especially outside the classroom are very instrumental in bringing about real motivation and learning so necessary to these business students.

Perhaps, the reason why outside activities are very effective, is that the theory underlying extracurricular activities is fundamentally sound. The whole idea is an outgrowth of some of the best thinking that has been done in the field of education. It grew out of fundamental conceptions of education such as the following:

1. We know that education results when there is activity on the part of the learner.
2. We know that knowledge about life is best gained through participation in the activities of life.
3. Many life activities are not present in the subjects of formal instruction.



Getting ready for business at the Uniondale, New York, School Store

Although a great amount of vocational knowledge is gained by a retailing cooperative student—who works fifteen hours per week while attending school—there is no substitute for the diversified experience a student obtains with a well-planned outside activity.

One of the most rewarding experiences in my teaching career was the operation of the student retail store in the town of Uniondale, Long Island, New York.

Many of us in business education find ourselves in a rut for want of new or better ideas to stimulate a desire within our students that will bring about the maximum amount of learning. There is no better way to arouse interest and create motivation in a retailing program than to have your classes organize and operate a business of their own.

Early in the school year, the coordinator set the wheels in motion by obtaining student reactions. A great deal of discussion and interaction of ideas among the pupils followed. Finally, they decided they liked the idea and would go through with the project.

The next step was to see the principal to obtain permission. He and the rest of the administration were very cooperative.

Next, there was a major obstacle to overcome: The Chamber of Commerce in our town is not very active, and we needed a group to coordinate the entire project. We formed an advisory committee to overcome this problem. It included the assistant superintendent of schools, a lawyer, four

4. Not all pupils respond to such activities as are found in the subjects of formal instruction.

5. Education for vocational, social, ethical, and civic purposes demands participation in vocational, social, ethical, and civic situations.

One way to develop good social abilities, vocational knowledge, and leadership in retailing studies is to have them form a business of their own. With proper planning, guidance, and supervision by the teacher this could become a life-long memory and a very effective and pleasant educational experience for both students and teacher.

retailers, and the coordinator. In cooperation with the Uniondale Kiwanis Club, this group was very instrumental in developing much needed impetus for the program.

One of the important tasks of the committee was to obtain a store site, rent free, for one week. Some landlords were reluctant to give up their stores for a variety of reasons. For three months, the advisory committee, in cooperation with the students, worked diligently to find an empty store. Finally, they secured an empty store only a half-block from the main shopping center.

With this, the youngsters realized that their business could now become a reality, but there was a tremendous amount of work to be done. First they decided upon the type of store: a miniature department store. They also decided that seniors in the advanced retailing class would qualify as store officers, provided they had better than average grades.

With opening day only two weeks away, the students agreed to have 11 departments in the store: children's department, drugs and cosmetics, floor covering, gifts and novelties, hardware, kitchenware, men's furnishings, radio and television, sporting goods, toys, and women's clothing. There would be a department manager for each section. The students elected the following officers: store manager, assistant manager, merchandise manager, head of maintenance, traffic, advertising, and display managers.

Since the students agreed the store would be in operation for only one week, they considered

it unrealistic and impractical to buy goods from manufacturers and wholesalers. Consequently, they decided to secure goods on consignment from local retailers. This would simplify acquiring goods and help the merchant in town since the students agreed the businessmen would get the profits. An agreement between merchants and students stipulated that the youngsters would get 2 per cent of sales for the General Organization in the high school.

While the maintenance department was working industriously to put the store in tip-top condition, the manager and assistant manager decided to obtain a bank loan of \$50 to take care of supplies and change for opening day. A \$50 non-interest bearing note was secured from the Franklin National Bank. At the same time, blank checks, keys, and a night-deposit bag were acquired from the same bank. This greatly simplified and expedited the handling of business transactions for the store.

Meanwhile, the advisory committee was working on a brochure that must be delivered to 10,000 families in the school district. The cost of the brochure was defrayed by the town businessmen who purchased advertising space in it. At the same time, the advertising department was busy placing articles and publicity items in local and national newspapers.

About ten days before opening day, the store manager met with the store officers. They discussed floor plans and layouts. The display manager helped the department managers with display plans. The display manager's biggest job was the store window.

With only four days remaining before opening day, the traffic department started to move supplies from local retailers to the store. This proved a very important operation since it required a complete and accurate record of all items and prices. The merchandise manager also visited all the retailers to assure them that plans had been made to keep all merchandise clean and fresh so that unsold merchandise could be returned undamaged.

The business education department chairman was very cooperative with many of the necessary clerical details. Three days before the opening, she helped distribute over 6,500 brochures throughout the school district. The rest were delivered door-to-door by the retailing students.

The night before the gala opening, the manager, assistant manager, merchandise manager, and coordinator visited the store to make certain everything was in order. To give added atmosphere, the school's audio-visual department cooperated with us by setting up a high fidelity set and two speakers.

A schedule was set up for 65 retailing students so that at least six students were in the store at all times. The store hours were from 9:30 a.m. to 5:30 p.m. A crew of six worked the morning shift, and six handled the afternoon shift. Thus, no one student missed more than one day of school.

Opening day finally arrived, and many town dignitaries were on hand to see the president of Kiwanis present the store keys to the student manager, officially opening the store. The students really put their hearts and souls into the project. Thus, the store had a very professional touch to it. The dress and appearance of the youngsters were superb. The students treated the customers with great dignity and respect, and, as salespeople, really made a sincere effort to meet their needs.

If you could have observed these students in action, you would have seen deeply motivated students working to make the project a success. You don't often see students give up a whole day's pay just to volunteer and help out in the store. This was the case with many of these retailing students. Perhaps the reason was that it was their own store, and there was a certain pride and sense of achievement attached to it.

After a full week of good business, the cash sales totaled over \$300. However, an important fact was that after the store closed, the merchants made an additional \$200 in sales the following week, merely from referrals of goods that had been sold in the students' store. This would seem to indicate that customers did not realize that local retailers were carrying certain lines of goods. The businessmen began to think that perhaps, with better knowledge of advertising and customer relations, more customers could be secured.

As you can readily see, the values of this project are many and varied. Local taxpayers have concrete evidence of the valuable training their money provides. Parents are pleased and interested to know that practical retail training is available to their children in the local high

school. Businessmen became aware of the tremendous potential of the high school student. The student himself derives a great deal of personal satisfaction because he runs his own business and gains practical experience. The retailing program itself is given a necessary lift because it helps to recruit more people in the program. Good relations are fostered between school and community. Merchants from local and surrounding communities look upon the coordinator with great respect, thereby easing his placement chores. The business education department also gains in added prestige by such an unusual activity.

One of the outstanding results is the amount of publicity that can develop from an activity of this type. We had articles in all the local newspapers including the *Daily News* and *The New York Times* and also received national acclaim in over 100 newspapers. In addition, a correspondent of Radio Free Hungary wrote to obtain information so a project like this could be started among Hungarians in Free Europe.

Activities of this type supplement the class work and make instruction far more meaningful and understanding to business students. They also help to build good social attitudes and teamwork which are important factors in the total development of our youth.

If you want to see a high degree of motivation in retailing, perhaps an activity like this could bring out the best possible potential in your students.

Mixing Education with Pleasure

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There are teachers and then there are *teachers*. The former are those educated pedagogues who dispense a high grade of pedantic knowledge from 8:00 to 3:00, efficiently planned lessons during study periods, grade examinations at home when an emergency arises, and feel most keenly the social stigma of the underpaid. But this article is concerned with the latter group—a particular

breed designated as advisers, sponsors, leaders, directors, or coaches—who have learned how to mix education with pleasure.

Any teacher who devotes himself to the task of sponsorship, whether it is of the yearbook, Junior Red Cross, or the basketball team, experiences the real joy that can come from working with happy, healthy, normal teen-agers when confidences are exchanged as hopes and ambitions unfold in the easy informality of shared cokes. Problems are alleviated, if not solved, and advice is less formidable when it has an extracurricular flavor. Here is a person who doesn't mind having little or no leisure time, whose privacy is never assured, for the problems of youth are not confined to hours, and a youth with a problem has no room for patience. (This is an around-the-clock job and no business for the fellow with an unlisted telephone number and a latch string on the inside.) There is usually a stack of ungraded papers in his notebook or brief case, and the most valuable papers are "filed" under the desk blotter crowded out of the appropriate drawers by projects students have put there for safekeeping.

There is no hourly wage rate for extracurricular duties, although an increasing number of schools have adopted an extracurricular pay scale. The sponsor who does take time to figure his rate and finds it varies from seven to seventeen cents per hour usually hasn't deducted expenses such as mileage to take Susie, Johnny and Sam home because it was raining when the meeting was over, or the soda pop and cookies for those last-minute arrivals who threatened the budget with havoc and panicked the treasurer.

Little wonder then that this adviser, sponsor, leader, director, or coach is sought after by administrators, adored by loyal teen-agers, pitied by the eight-to-three colleague, and given precedence over baseball, politics, or Mrs. Jones' new hat at every dinner table within a twelve to twenty-mile radius of any school building in the country from Maine to California.

Obviously the remuneration is not in the pay check and very rarely is it in the form of orchids. Yet these *teachers* continue year after year to accept the challenge of mixing education with pleasure in the extracurricular sponsorships. Being an adviser, sponsor, leader, director, or coach and working with young people doesn't make dollars, but it does make sense.

Potentially, music is probably the best friend-maker the school has. However, in many schools the music people, high pressured by the administration and the community, overstress the public relations or public show idea and understress music. Discouraging, of course.

The Agonizing Reappraisal in Music Education

AT LEAST TWICE THIS WEEK (and this is only Thursday), I have been pinned down in my office for over an hour at a time by grim faced young men who are facing grave crises in their instrumental music teaching careers and are seriously questioning whether or not it would be an excellent idea to get into some area of education where they would suffer less buffeting about by parents, fellow teachers, administrators, and students.

School band and orchestra directors have always had to be hardy souls to survive, but it does appear that even for those instrumentalists with hearts of oak there is a breaking point. The problems faced by these men seem superficially to spring from completely different causes, yet I think the differences are more apparent than real. Since their situations are so typical of those faced by many hundreds of school music teachers, I believe that it may be worthwhile to examine briefly the problems, suggest the possible source of the trouble and to point in the direction of a possible solution.

The trouble which the first man is experiencing springs from the classic conflict between physical education and music. An extremely strong or aggressive chairman of the physical education department is getting the lion's share of the school budget earmarked for special activities and the music department is getting the crumbs. The amount of money allotted for purchasing instruments, for example, was actually cut this year although the number of children starting music study increased markedly. There is also, inevitably, a conflict over scheduling, with the instrumental teacher forced to yield at most points. He feels, with some justification, that the rather strong instrumental program which he has built in the school is being sabotaged and that it is bound to lose ground.

The second man is experiencing post-sputnik traumata. The *bêtes noires* in this case are the guidance personnel who, it is claimed, are guiding all of the academically gifted students right out of music and right into science, mathematics, and English courses. In vain he pleads that one can't

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have any kind of a respectable performing organization if the brightest students can play for only one or even two years of their high school career.

Although these two teachers would probably not agree that the basic causes of their problems have any similarity, I think that they would be incorrect. In both cases it seems to me that part of the problem is one of a lack of understanding on the part of all concerned as to the real function and place of music in the public school curriculum and quite probably a lack of understanding on the part of the institutions which trained the music teachers as to the amount and kind of general backgrounds music teachers need to be truly successful (in the best sense of the word).

In both of the public schools mentioned above, the instrumental music instructor has done what I consider to be an inadequate and unimaginative job of educating the administration on the values of music education although, it is true, some administrators are not educable under any conditions. In both cases (and this seems to be true nationally), the only kind of music program on which really serious effort is expended is a performing program with hardly a thought given to the possibilities of putting into better balance the consumer and performance aspects of the program. At least a share of the attraction which a public school performing program has for students, teachers, administrators, and the general public is one of entertainment and diversion which puts the music program in competition with the athletic program. It is quite rare for music to win out in such an unfair competition.

This is not to belittle the importance of participation in bands and orchestras on the part of the future consumer, but it is to remind the music teacher that most of his students will, if they do anything, become consumers and that the kind of program he should emphasize is the kind which is most likely to make eager, discriminating con-

sumers. At the same time, a performance oriented music program, particularly one which puts a considerable amount of emphasis on show bands, is unlikely to win out in the competition with the academic side of the curriculum. I believe that to a certain extent the whole problem has its roots in the attitudes engendered at college music departments, and the generally inadequate preparation both in music and in liberal arts given to prospective music teachers.

Eugene Weigel had some remarkably harsh but unfortunately accurate things to say about the state of music education and music educators at the theory-musicology session of the Western Division of the Music Teachers National Association held in Missoula, Montana, in 1958. His remarks were reprinted in the *Journal of Music Theory*, April 1959. It is important to remember that Mr. Weigel is himself a music educator and was representing the music education profession at this session. He said:

"As far as music is concerned, the failure of the American experiment in mass culture through mass education seems due to three things: one, the presence in music schools of too many students who, planning careers as music teachers, lack the inherent ability necessary for such careers; two, the brevity and ineptitude of their musical training toward artistry (artistry in the broad sense and not in the narrow sense of performance ability alone); three, the lack of musical background before embarking on their professional training) of nearly all those preparing for this career."

Although I must take issue with Mr. Weigel in his indictment of musical mass culture as a complete failure, I do believe that he has described with some degree of accuracy the unfortunate situation which exists in so many of our music teacher training institutions. Nor can we ignore what often amounts to a tragic artistic inadequacy on the part of our school music teachers. The failure of music education and music educators to win the respect which one might wish may in part be attributed to this.

I would add to Mr. Weigel's indictment the suggestion that besides inadequate training in music, they also are ill prepared philosophically to understand for themselves or to explain to others the value and place of music in the curriculum. This lack of understanding blinds them to the necessity for reassessing the music curricula in public schools just as other parts of

the curriculum are currently being reassessed. We need very badly, indeed, music programs planned and taught by artist-teachers, which can compete fairly for student time with English, science, and mathematics. Programs based even partly on ostentation, claiming justification for music education on the dubious grounds of socialization, democratization and the like, probably deserve to lose ground in public esteem in this day of pressure on the public schools.

Now this line of reasoning is small comfort to the two young men mentioned earlier. It would, in fact, be cruel and unreasonable to present it to them in these terms because the fault is not theirs either in the sense of their own educational shortcomings nor in the national failure of music education to place the emphasis on music itself, where it belongs, instead of on public display, where it often is found.

It is an encouraging portent for the future that the national music organizations are at last becoming extremely self critical and are showing some signs of activity preparatory to a general house cleaning. Let us sincerely hope that it is not too late.

Basic Principles of Extracurricular Activities

(As formulated by Dr. W. E. Middleton's graduate students at Henderson State Teachers College, Arkadelphia, Arkansas)

* * *

1. The student is a citizen of the school.
2. All admissions and participation requirements should be democratic.
3. The activities should provide for better personal-social adjustment.
4. The program must be constructive, growing out of the needs of the pupils and the size of the school.
5. The activities should be guided by a qualified sponsor who is an adviser and not a dominator.
6. The cost to the student for participation in any activity should be kept as low as possible.
7. Only active school students and school personnel should be permitted to engage in extracurricular activities.
8. No activity should be launched or discontinued on the spur of the moment.

9. The principal should have the power of veto but seldom use such power.
10. The sponsoring of activities should be considered as a regular part of the teachers' work.
11. The activity should be regularly scheduled and meet on school time whenever possible.
12. Both the school and the community should be well informed about the activity program.
13. Extracurricular activities should not be a step-child of the school.
14. The activities should be correlated with the academic program.
15. Students should be guided in the choice of activities and the amount of participation.
16. The program should make a vigorous attempt to reach all students.
17. The program should have carry-over values.

All too frequently parents visit school only when their youngsters are in trouble. Rarely or never do they see the school in action. A carefully prepared "Parents' Night" can be very interesting and educative not only to parents but also to pupils and teachers as well.

Parents' Night

THIS TYPE OF PROGRAM HAS BEEN TRIED AND PROVED VALUABLE for all concerned in the Campus Laboratory Training School of East Tennessee State College, Johnson City, Tennessee. It is especially suitable as given below for grades six, seven, eight, or nine, but it may be modified and adapted to any grade or class.

Parents enjoy participating in the school program if the social climate is right. One important goal is to make the parents proud of their children and the children proud of their parents. It is hoped that both parents and pupils will be proud and pleased with their teacher. Surely, such a program has considerable public relations value.

Although the program described below is designed for only one grade or class, it may be expanded to two or more classes or grades. If there are student teachers in the class or grade, they contribute much and gain a valuable experience.

If parents and teachers are to be partners in education, it is essential that parents become well acquainted with the teacher and school where their children spend so much of their time. Likewise, it is important for teachers to become better acquainted with the parents of the children they teach. An excellent approach to establishing this partnership is to have the parents come to the school for an evening of school and entertainment activities. An important point: parents, pupils, and teacher must participate in activities together. First, we must get a high percentage of parents to the school for this evening of fellowship, study, and recreation. Anything over a ninety per cent of the total number of parents may be considered good. Of course, ninety-five

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per cent is excellent. The writer believes that the parents will come in large numbers if the pupils can become enthusiastic about having their parents in school for this important occasion.

The evening is divided into three distinct sessions, as follows:

- I. THE FIRST SESSION: Dinner in the School Cafeteria (6:00-7:30)
 - A. The Dinner Program. (Have copies of the program dittoed for each parent and pupil.)
 1. Group singing led by a parent. A pupil with good ability in music may play the accompaniment. Everyone sings!
 - a. Dinner is served
 - (1) The dinner should be somewhat typical of one of the better meals served in the school.
 - (2) Regular prices should be charged and each person should pay for his own dinner.
 - (3) Pupils work with teacher or teachers in serving the dinner. Parents may also assist in serving the cafeteria-style dinner.
 - B. The After-Dinner Program
 1. The pupils play a lively role in assisting hired help—cleaning the cafeteria, removing dishes efficiently and quickly. The previously arranged committee leads the way in this collective chore. A few parents, perhaps home room

mothers, may help provide the motivation. The program committee, which should be anxious for activity, also provides some motivation.

2. Lively skits, puzzles, jokes, and comedy by both parents and pupils here will contribute much to the success of the total program.
3. Recess for ten to fifteen minutes. (About 7:20-7:30.)

II. THE SECOND SESSION: A large comfortable room—A classroom or library may be used. (About 7:30-8:20.)

- A. A demonstration lesson with pupils as pupils.
- B. A demonstration lesson in which parents serve as pupils. Preferably the teacher should teach, although a qualified parent may do this, with the teacher as a pupil. A lively lesson in arithmetic, history, geography, or English is taught. (This should be rather brief in most instances.)
- C. A short sound teaching film, or film strips.
- D. This is a fine opportunity to "put over" a good lesson in human relationships if this type of lesson is needed. Too, it provides an excellent opportunity for parents to observe their children in relation to other children they may not know well, but have heard so much about at home.
- E. While children recess, an opportunity is provided for parents to ask general questions of the teacher. The teacher may use some time here to explain certain parts of the school program.

III. THE THIRD SESSION: In the Gymnasium (8:35-9:45)

- A. Folk Games or Dances
 1. This is the best opportunity for acquainting parents with each other. Parents from the different socio-economic levels become informal and participate in these dances or games together with their children. A parent, team or committee of pupils, teacher, or all three, at one time or another may give leadership to this wholesome activity.
 2. Who is in a more strategic position than the teacher to make this part of the program a success?
- B. If the folk dances or folk games are not prolonged, there may be those who wish

to play basketball or volleyball. Boys versus their fathers makes a good basketball contest. Girls versus their mothers makes a good volleyball game. Others may prefer contests or games like badminton or table tennis.

If proper preparation is made, this program, or a variation, will provide a valuable and enjoyable evening for all. The enthusiasm and leadership of the teacher is basic and essential in getting the pupils to want to promote such an activity for and with their parents.

Teachers should always remember that it is important to get parents to come to school, but it is also highly important that parents gain a wholesome respect for the school once they make the effort to attend a school function or activity. An evening of cooperative enjoyment offers much for parents, pupils, and teachers.

The School That Doted on Don'ts

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"There are many things which students should *not* do in a school of fish," explained Headmaster Floyd Flounder to the fish faculty.

"Why don't we make a list of the Don'ts?" spouted Sam Salmon.

"Let's *do* list the Do-nots for students to follow!" agreed Cynthia Catfish. "Then all our pupil fish will know exactly what *not* to do!"

"Wonderful idea," breathed Whalen Whale. "I suggest that each of us keep track of the Don'ts he tells little fish. We could then list them on a master copy."

The faculty members all agreed that this was indeed the way to do it. Headmaster Flounder said that he would make arrangements to keep a central, alphabetized list of Don'ts in the school office.

"Hand in your lists of Don'ts as they accumulate," advised the school chief.

The semester passed quickly. All teachers faithfully listed the Don'ts which they encountered. Don't lists grew. Entries at first were simple; items such as the following appeared:

Don't Race in the Seaweed
Don't Shoot Water at Other Fish

Don't Crowd the Current

Don't Butt Into the Fishateria Line

Before long, the lists began to include more unusual happenings.

"We had a strange occurrence yesterday," whispered Whalen Whale. "I saw Tommy Trout scratching his fins against the underwater cactus."

Whalen added a rule to his list:

Don't Scratch Your Fins Against the Underwater Cactus

"I encountered a more unusual situation than that," said Cynthia Catfish. "One of my students likes to collect old, dirty metal bottle tops that have sunk to the bottom of the sea."

Next day a new Don't appeared:

Don't Collect Old, Dirty Metal Bottle Tops That Have Sunk to the Bottom of the Sea

The list grew and grew. It contained entries ranging from

Don't Bite at Strange Fishing Worms to Don't Leave Your Scales Anywhere But on the Scale Racks

Soon all the teachers were devoting the first two hours of each school day to listing the Don'ts

from the previous day. The fish school Board of Education entered into the picture by hiring additional clerks to help handle the complex lists of Don'ts.

One day Cynthia Catfish, with a group of her fellow fish, swam into Headmaster Flounder on campus.

"I've been thinking," Cynthia said to the schoolmaster. "When we center our undersea lives on Don'ts, we undermine the philosophy of fish folks. Small fry don't know what they can do! We're all at sea with our Don't List."

"Not only that," added Sam Salmon, "but we don't seem to have any positive fish psychology left. Instead of expecting an occasional showering of encouragement, everyone expects to be dampened with a Don't. Our plan is all wet!"

"Yes," said Whalen Whale, wistfully. "I thought from the very beginning that the whole mess seemed fishy!"

"It is a bottomless list," admitted Headmaster Flounder. "Matter of fact, I was beginning to fear that we might go down in fish annals as the School That Doted on Don'ts!"

Regrettably, debating, one of the oldest of educational activities, has never been very popular in the junior high school. Wisely organized, programmed and handled it should and can make varied and substantial contributions.

Junior High Debating—No Longer Debatable

THE DEBATING CLUB IN THE JUNIOR HIGH SCHOOL has such strong values for its participants and for the entire school that it should be resurrected to a position of esteem in the junior high's co-curricular offerings.

Why bother to disinter this ghost—especially for the intellectually immature junior high school student? As an answer to this oft-repeated query, let me cite the experience of one school with debating as a club activity.

The outstanding contribution the debating club offers at Elkins Park Junior High School, or at any other junior high school, lies in its giving boys and girls the unsurpassed opportunity to develop their talents of leadership. Not only does it develop these talents, but debating as an activity tends to draw those individuals who have great latent abilities for leadership positions. These students enjoy discussing, analyzing and evaluating current-day controversial ideas. Those students who have this interest tend to be the

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ones who influence their peers in those fields outside of a youngster's immediate experience. This club allows such individuals to meet with others of like interest and to receive stimulation from the mental competition with such able peers.

Not only do such students benefit from the stimulating competition but they also develop valuable habits of study and research. The opinions of an early adolescent carry very little weight in this world because they just have not lived long enough or are experienced enough to be able to make perceptive judgments on the community's or world's complex, and often perennial, problems. But, they can make up for some of this deficiency by obtaining such needed experience vicariously. Research frees these students from some of their chronological shortcomings.

Here at Elkins Park, through the willing cooperation of our librarian, the debaters learn how to find information pertinent to their debate subjects. They begin to make tentative judgments on the relative worth of different authorities. The beginnings of a discriminating attitude appear in many students. Such practice in digging-up material with which to develop intelligent, persuasive talks should prove very valuable later on to those who go on to college and to those who engage in the many different occupations which require human relations and the art of human persuasion. Just the realization of the vast treasure of knowledge that the average library holds for the inquiring student, if he just has the "key," is probably worth the effort that students give to this activity.

We also hope our efforts in guiding our neo-debaters will stimulate in them the habit of critical thinking and the development of a healthy skepticism toward the spoken, and especially, the printed word. If debating as a school activity can free the students from the tyranny of the printed word which often results from our over-reliance on the textbook, then a great good can be achieved.

The invaluable practice in public speaking such an activity involves has already been intimated but it may be the most worthwhile experience some students obtain from debating. Leadership, both adolescent and adult, depends so much upon the ability to speak clearly and persuasively before groups. The young people who engage in debating for the mental thrill and stimulation given by public speaking will make up a large part of the leadership potential of the future. The individual who is miserable and in agony before a group is unbearable to himself and to the audience as well. Debating in the junior high school can do so much to develop confidence before groups.

Some cautions should be offered when considering debating as a junior high school activity. To be truly worthwhile, such a club has to have some close contact with the rest of the student's life. To be really valuable and alive, debating cannot be engaged in on a hothouse basis—especially in the junior high. To be able to achieve the values outlined above, the activity must be practical; to be practical the student must be honestly trying to convince someone of the value of his viewpoint on a controversial subject.

Therefore, at Elkins Park we have had our debaters go into the classrooms. They go on invitation only and the request is extended by

the subject teacher when the members of the debating club have a special skill and knowledge in some area of work that is being considered in the class. Bringing in "outside experts" is a worthy classroom technique; especially, when these "experts" are other students. Teachers have used them as motivating agents, as a summarizing activity, and as a technique to broaden the class' understanding of a problem. After each debate, these resource people are subjected to questioning by the students and here the ability to think quickly and clearly under fire proves of value.

Here is practicality; here is the actual "doing" before a critical peer group that we want in our school program. Here, also, is the genuine measure of recognition which all of us, especially teen-agers, need. Hence, recognition by one's peers is another of the positive values inherent in debating.

A final caution gleaned from our experience: the debate topic has to be fitted to the audience. Forensics went into disfavor as a secondary school activity years ago partially because of the narrow, pedantic, unrelated-to-adolescent-experience subjects that were used as debate questions. We have tried to use topics that provide intellectual challenge and interest to the debaters and to their audiences. Yes, we debate the admission of Red China to the UN and the electoral college because such subjects are sure to come up in our regular class work where we can lend assistance. But, for our assembly programs, we have used issues such as banning junior high school report cards and the six-day school week and have had rapt attention from our student audiences.

Not only of value to the students involved, but debating vitalizes many of the school's regular classes; hence, improves the total program. Not only the regular classes can benefit but other facets of the school program can be enriched. For example, we have had assembly programs built around the debating club; we have travelled to neighboring junior high schools and debated before their assemblies; we have debated before our parents at the evening PTA meetings; we have debated before countless home rooms. Such offerings broaden the school's curriculum. These activities give the debater the opportunity to speak and persuade before large audiences, strange audiences, and adult audiences.

These valuable experiences and habits are possible for those students engaged in debating—but why should the sponsor take on such responsi-

bilities? Is there any return in this club that is different from that inherent in the other fine activities of the school's co-curricular program?

My experience indicates that there is a great personal satisfaction to be obtained by the sponsors of such clubs. First, there is the stimulation from working with the more able students who tend to join such an activity. Their minds are sharp. They want to know answers to problems that offer no easy answers. Working with such children tends to keep teachers on their mental toes. Second, there is a stimulation resulting from handling controversial subjects, real problems that are close to many Americans. Great

satisfaction is to be obtained from seeing young minds grasp the realization that the critical, complex problems which plague us today are not going to be solved by any single answer or any easily prescribed panacea. You can actually see young people growing in intellectual stature, when they understand this reality. Finally, there is the benefit one receives from the public speaking required by the role of club sponsor.

Any activity that has such potential value for its participants, for the school and for the sponsor should not be ignored. Debating deserves a place in junior, as well as senior, high school activities.

All human-made actualities spring from dreams. Here is a very sensible and practicable dream by an experienced and competent junior high school teacher. Stamp clubs are to be found in all kinds and sizes of schools—elementary to college—as well as in adult life. All are the results of profitable dreams such as this.

I Dream of a Stamp Collector's Club

IN VIEW OF WHAT SEEMS TO BE AN APPARENT NEED FOR AN ACTIVITY OF THIS TYPE in my school, I will set forth the reasons for taking steps among interested students leading to the organization of a club based upon stamps and suggest some possible activities and projects.

There is a need here for such an organization because no other club reaches the type of student that would be drawn to it, nor do I anticipate much trouble in starting it. Interest on the part of a few students has already been shown and, with not much infringing on other areas, such a club would bring in a group of students for whom it would be beneficial in many ways. I am thinking particularly of the younger and less mature students who seem to "be out of the running" so far as many of the other extracurricular activities are concerned.

I can see many general desirable outcomes from a program such as this. (More specific values will be discussed later.) The organizational procedures would give opportunity for developing work at committee level. Thinking about and framing a constitution would have advantages and lead to cooperative effort. Such framing would require a proper consideration of the whys, wherefores and hows of purposes, values, organization, meeting and planning procedures, problems and difficulties. From this would come

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a greater appreciation of government under rules, those drawn up by the membership itself.

A stamp collector's club offers many possibilities for outlets having to do with kindred interests. It can be co-educational. It lends itself to satisfying the needs of those who are less sure of themselves in many of the areas that go along with growing up, and it is a door wide open that can lead to even the least among our students being able to feel the fruits of success.

With proper limitations it need not be among the more expensive hobbies and therefore be open to many students who are denied active participation in other organizations because of financial burdens.

Such a club can be the means of widening and deepening the student's interest, not only in stamps for the sake of stamps, but as a basis for furthering his interest in particular areas of his academic life. History, geography, art, peoples of other lands, money systems and other areas would be represented. The comradeship that results from similar interests would emerge.

Our school transports nearly all of its students many miles each day and this club fits admirably

into the schedule. Noon meetings, during our full-hour period, would work well. Our winters are rather long so such a club would help provide activity that would care for those who need direction when the out-of-doors is denied them.

Our first step would be finding those students whose interest in this hobby is keen. From this point on the sponsor-to-be and this core of interested students, with the aid of the administration and teachers who see the worth of the venture, could recruit other students. When enough interest has been shown to make it worthwhile to call a meeting, plans towards gaining a charter from the Student Council could be undertaken.

To aid the Council in determining if the new organization is worthy of consideration, a committee shall have been chosen and members in meeting shall have passed on certain pertinent facts about the proposed club so that an effective presentation may be made. The purpose and values of the club will be clearly defined, as well as such important items as probable sponsor, membership requirements, time, place and frequency of meetings, and activities.

Upon being granted a charter by the Council, a campaign for a fuller membership will be made. At the first organizational meeting temporary officers will be called upon to conduct the meetings until a constitution and bylaws are drawn up and voted upon. Ample time will be given to the consideration of this phase of the organizational process. Then a slate of permanent officers will be chosen and, after proper induction, take over the reins. Of course, due consideration will have to be given to the name of the organization.

Probably at this time it will be to call upon members of the faculty and even outsiders who are old hands in the business of stamp collecting. These people can give dignity and importance to the newly formed club and so help lend status to membership in it. Advice of experienced collectors would always be welcomed by the group.

The club would be cooperative as well as individualistic. By that I mean that portions of the club's collection will be common property while on display but that each member can specialize in areas of his own particular interest. For the public display part, the shop classes, art department, and members of the club working together can devise a large map of the world. This map can be made in sections that can be assembled at stated meetings, and disassembled and stored when not in use. On this map members can contribute to the proper placement of stamps from

all parts of the world. These stamps can be removed from time to time and be replaced if "hinges" or the newer "Stick-Tack" method of attachment is used. Each replaced stamp is then returned to its owner without damage. Thus, this map represents a continuous and timely project.

In addition, each member can make a large map of some particular country and have set this up for public display. From time to time members can exchange their maps with other members thus making them useful for boys and girls who have changed specialties. Both large and small maps can be used from year to year, the method of stamp adhesion lending itself very well to this purpose.

Assembly and home room, PTA, luncheon club and other programs, exhibits and displays in schools, store windows and at adult club meetings, would be other activities of the group. Letters to foreign pen-pals and exchanges would be mutually beneficial to young people throughout the world. Embassies and consulates of foreign countries could be contacted and requests be made for pertinent information. From these and other sources a fine library of material could be built up.

The many values of such a club are obvious. Historical scenes and events, and the recurring sets of commemorative stamps could not fail to build up a desire to know more about the reasons for such stamps. In fact, properly handled, a fair course in the history of the United States and other nations could be gained from a close study of the stamps that have been issued over a long period of years.

In addition, there are other desirable outcomes: cooperation between students having similar interests; an appreciation of the art that more and more appears in the present day postage stamps; an understanding of the geographical and political aspects of countries throughout the world; a knowledge of the monetary systems of the nations and information concerning the many and varied types of stamps such as documentary, duty, and even Christmas seals and health and safety stamps.

While not necessarily a part of the art of stamp collecting, the flags of the various nations could be considered. These flags could be obtained in sizes small enough to be used in conjunction with the large maps. The names of the rulers of the various countries are often found on stamps. Famous men, and women, world renowned events, places, and events—all would be in the hands of those who followed this hobby. In

this way a minor version of a course in current events would result automatically from the building up of a collection.

The training of officers in handling meetings, writing up the minutes or history of the club, handling the finances, appointing, discharging and serving on special committees would be natural outcomes of this club.

All of these results would represent much

more than a student merely putting in his leisure time. The activities would not only be intriguing but also valuable educationally.

Finally, and just as important, these educational outcomes would not only be for the students' here and now but also for their there and then when they become adults. In short, a stamp club provides for a continuing and permanent interest.

Properly conceived, organized and presented, the assembly program is an educational gold mine. In fact, it just MUST be this when one considers that a 30-minute program before an audience of 500 students represents the amazing total of 15,000 student-minutes.

The Place of the School Assembly

THE ASSEMBLY PROGRAM is not a means by which a few student leaders or faculty members take the limelight. It should be a means of maintaining a complementary relationship between curricular and extracurricular activities with students' needs and interests as a focal point. Its contribution to the life of the school is emphasized by leading authorities as an educative force with splendid possibilities.

The assembly must have educative value. Interest and entertainment alone are not enough. The assembly has the unique possibilities as an agency for training in citizenship and democracy. Properly directed, it can be an inspirational force, giving enthusiasm and spirit to the activities of the school. Here habits and attitudes can be developed; intelligent school sentiment can be cultivated. It can be a place to put into practice the ideals which have been formulating in the minds of students.

The main function of formal education is to facilitate learning by boys and girls. Those who work with assembly programs should keep this prominently in mind when planning their presentations. The assembly should provide for student experiences of purposeful participation. It should not be viewed as a source of entertainment, an opportunity for the delivery of relatively unimportant announcements, a chapel service, nor a possibility available to every out-of-school speaker who wants to appear. It should not be a hit-or-miss affair, poorly planned and executed.

The success of the assembly is dependent upon the attitude of the school administrators and the

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teachers. Most authorities agree that the school should provide for greater pupil participation in the assembly, that teachers must prepare themselves for leadership in the field, and that more attention must be given actually to preparing and presenting the program. It must be recognized that the assembly can be an educational gold mine, if properly scheduled, developed and promoted. The amount of total student hours of time make it apparent that competent teacher leadership is necessary.

Most authorities agree that school credit should not be given for participation in assembly programs. As an extracurricular activity it provides for more lasting learning through participation. However, there appears to be a need for the careful examination of the assembly's status so that progress made thus far may be evaluated so that further progress may be stimulated.

The organization of a school assembly schedule should be delegated, preferably, to the extracurricular director or the auditorium or speech teacher so as to provide competency and also in order to relieve the principal or superintendent (and also the students) of the easily-bought outside program. Should none be available, it is recommended that a committee of teachers and students, authorized by the principal or the student council, be charged with the responsibility of administering this activity. Teachers on this committee should usually include those in the

fields of music and speech. Students selected are those who have a flair for public presentation, a knowledge of stage equipment and operation, and a willingness to promote the interests and programs of "the other fellow." This group should serve for at least one term, preferably for the entire school year.

Many are the responsibilities which must be recognized and accepted by an assembly committee. Some of these are:

1. Unification, articulation and coordination of programs.
2. Selecting the assembly emphases for the term or year.
3. Educating the school in assembly purposes and proper assembly habits.
4. Assignment of assembly periods or dates to home rooms, clubs, classes, and other groups and activities. This assignment also recognizes volunteer groups interested in presenting special and timely interests. It also provides for the usual seasonal programs.
5. Setting up basic rules and standards for assembly productions.
6. Providing suitable stage effects and equipment.
7. Evaluation and improvement of programs and schedules.
8. Keeping records of all programs, together with detailed evaluations of each.

Assignments should be made far enough in advance of the actual presentation of the program to insure time for adequate preparation. The final schedule should be mimeographed or duplicated and sent to the various school organizations. At this point major responsibility should shift to the activity group. The committee should, however, be ready at all times to lend assistance if necessary.

Once a group has been assigned a date it should immediately begin planning, even though the period may be several weeks ahead. A good program is not built in a day or two. And a program which is not good will bring no credit to the group or its sponsor—and no benefits to those who witness it.

The wise teacher or sponsor will help with ideas, materials and suggestions wherever possible, but will insist that her group plan, direct, and present its own program.

Some of the items which must be considered in the building and presenting a program are:

1. Subject or special emphasis.
2. Appropriateness of material and presentation.

3. Stage effects and equipment.
4. General attractiveness and interest.
5. Variety of material and presentation.
6. Originality or unusualness.
7. General quality of material and performance.

In order to insure appropriateness of material and presentation, suitability of performers, adequacy of effects and equipment, and to achieve naturalness, originality, and attractiveness—all in the interest of quality—sound preparation is necessary. Practice and rehearsal are absolutely essential.

Ofttimes formal classes can be encouraged to build out of various units assembly presentations to climax academic work. Here, the idea is to secure as wide a participation as possible, consistent with good performance, regardless of activity or academic proficiency. In other words, the main purpose is to present an attractive and profitable program, not to honor particular classroom or activity "stars."

The school assembly offers a great opportunity for the presentation of a wide variety of topics and emphases. In fact, probably everything and every person about the school—buildings and grounds, equipment, services, subjects, classes, routines, history, activities and personnel (from the custodian to the principal)—represent potential assembly program material.

Further, just about everything—trade, business, profession, material and service, and many of the individuals of the community—similarly represents potential program material. However, in general, this community material should not be over-stressed. Nor should that provided by professional school assembly services. Certainly, the community's resources can contribute much to the program of good citizenship.

Wherever possible, provision should be made for audience participation, singing, reciting, judging, reacting, and in other ways taking part in the program. "Planted" numbers, which suddenly come unannounced out of the audience, represent a striking and unusual program variation.

Finally, the assembly committee should provide for a reasonable evaluation of all phases of all programs by a competent critic, special committee, or the entire audience. Only by such a rating of the various elements of a program—purposes, material, presentation, and personnel—can assembly program standards be set and achieved.

Hunting and shooting represent a big business. And, too often, they also represent a bad business. Proper instruction in firearms use and safety will help to prevent accidents and increase enjoyment. The school club provides an excellent setting for this profitable instruction.

Organizing a Firearms Club

BECAUSE OF THE EXTENT TO WHICH BOYS (AND GIRLS, TOO) HUNT AND SHOOT there is a place in nearly every school for a club which concerns hunting and shooting and the correct and safe use of firearms. Such an organization would be timely and profitable not only to its members but also indirectly to student non-members and also even to townfolk.

The first step in organizing such a club is to ascertain whether there is sufficient student interest to justify it. Announcement of a meeting of those interested may be made through a variety of media. If this interest justifies continuing, the official sanction of the school's administrative heads will be sought. If this is obtained the next step is to investigate community reaction to the proposed club. Community approval is important to the future well-being of the organization because the support of local businessmen and landowners is essential to its success.

If there is sufficient student interest and the administration and community give the green light then the drive for membership will be organized in order to let the students know where the first meeting will be held, the time and place, who can attend or become members of the club, the club's objectives, and projected activities.

Prior to this first meeting some sort of restriction will probably have to be established in order to limit the club's size to a reasonable number. This restriction may be based upon such things as age, grade in school, scholastic record, general responsibility, etc. A slow start with a small group will be much more effective than a fast start with a large group. Because of the very personal nature of the club's activities, a smaller group—at least at first—is highly desirable. If there are more applicants than memberships available a waiting list will be prepared.

Formal organization of the club and details of time and frequency and place of meetings are essential procedures and topics for the first regular meeting. These matters are settled by the members themselves, with due consideration for the school schedule or other types of limiting

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influences. In the meetings concerned with instruction the sponsor's sole task is to function as one of the lecturers. In general, the activities of the club, especially those relating to organizational procedure should be left in the hands of its officers and members.

The stated purposes of the club may include the following:

1. To gather together a group of students interested in the out-of-doors, shooting and hunting.
2. To instruct these students in the mechanical functions and proper use of firearms to make their enjoyment of the sport greater and safer.
3. To discuss, illustrate, demonstrate and practice the habits necessary for the safe use of firearms.
4. To identify the game animals of the region, their habits, food, hunting seasons, etc.
5. To demonstrate and practice through field trips proper hunting techniques.
6. To instill in members a desire for proficiency in the use of firearms and the arts of hunting and shooting.

To carry on a successful period of instruction, certain items must be obtained from the community. To illustrate, suppose that a certain period is devoted to the function and handling of a certain type of firearm, say bolt action rifle. To instruct successfully in this weapon, a few of its type would be necessary for purposes of illustration, demonstration and practice. These rifles might well be obtainable for use from cooperative parents and interested businessmen. Naturally, the availability of any firearm should be known of beforehand by the instructor. Subsequently, club members can officially accept, take care of, and return them with the appropriate "thank you's."

For aid in the drafting of a definite program, it would be advisable if the sponsor wrote to the

National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington 6, D.C. This organization will send to its members, upon request, dozens of booklets, folders, pamphlets and other printed items without cost whatsoever. Some of the fields covered by these publications are causes of hunting accidents, gun insurance, gun safety, selecting a rifle, organizing a local gun club, league shooting, basic marksmanship training courses, winning qualification awards, becoming a certified rifle or pistol instructor, conducting a registered match, plus dozens of other pertinent topics and areas.

Whatever instructions are given to the members of the club, it is of importance that they be allowed actual manipulation of the various firearms that are presented as soon as possible. Needless to say, one of the main themes behind all the instruction will always be safety first, last and all the time.

Some of the members of the club will wish to branch off into some other field of the shooting game and these should be encouraged. Though always important, it is not the main object of the club to keep its members in the narrow field of firearms safety. However this is an opening of the door to arouse interest. If interest is shown by some club members in such areas as target shooting (pistol or rifle), shotgunning, reloading, repairing, etc., the sponsor should try to encourage and deepen these very logical and pertinent interests. There are many fields in the shooting game, some simple, others highly technical, that could satisfy almost any type of taste.

When, in the opinion of the sponsor, members are ready for instruction in the field, some sort of schedule should be set up. A favorable object of the first field instruction would be the shooting of rabbits. Almost all hunting techniques can be applied to hunting them. In addition to the instruction pertinent to big game hunting, an interesting field for year-round participation is opened.

Hand in hand with actual hunting in the field is the establishing of good habits concerning property rights. Examples of asking permission (although arranged earlier) of the property owner should be shown. After this has been done, other courtesies are illustrated, such as closing gates, not shooting near livestock, respecting fences, not hunting in one spot too often, etc. "The hunting on my land" is usually a sore topic of discussion among landowners. The proper

examples set for and by students, and the forming of courteous and respectful habits will be of value to the student on his future hunting ventures, besides drawing favorable attention to the school program from people with whom it comes in contact.

Prior to specific hunting seasons such as deer, duck, antelope, etc., local or state game officials can be contacted for aid. These people will gladly assist in obtaining literature pertaining to existing game laws, ranges, habitat, feeding, recognition, etc. Some of these officials can furnish excellent game films or relate personal experiences that will both fascinate and educate members of the club. There is also the possibility that members of the community have films of hunting expeditions, and these could be shown to the club. These films could also be put to good use in evening showings for the general public, sponsored by the club.

Illustrative of the many important topics of instruction are the following:

1. Safe manipulation of firearms when in actual field use, while being cleaned, while being transported, etc.
2. The characteristics, function and proper use of various types of arms—bolt action rifle, lever action rifle, slide action rifle, shotguns, revolvers, automatic pistols, various types and calibers of ammunition, etc.
3. Correct use and adjustment of sighting equipment.
4. Courtesy in the field.
5. Identifying game animals and vital killing areas as seen from different angles.

To these may be added other topics that seem appropriate for the time or interests of the members.

One organization that may spring up through this club is a school rifle team; and its organization should be encouraged. Intrascloastic and interscloastic shooting matches can be arranged. If such a club is already in existence it will furnish a good base upon which to build a safety program. Too, its members can assist in instructing those of the newly formed firearms club.

There are now about 17,000 certified NRA instructors giving hunter safety instruction to a total of some 130,000 students. Thirteen states have adopted such a program in some form or

another by legislative action. Six additional states are promoting the program through administrative action.

These figures look impressive, but they are considerably less so when considered in the light

of the far greater number of youth who take to the field each year. Although much has been done, there is still much to be done. The school Firearms Club is an organization which can very effectively help to do this.

Evaluation has always been the weakest part of the extracurricular activity program. Admittedly, it is difficult to measure the effects of an activity, yet this must be done in the interest of improvement and progress. The following article illustrates one type of approach to evaluation.

An Evaluation of Our Home Room System

THE POLICY GOVERNING HOME ROOM ACTIVITY at our high school is set by the administration pursued by the faculty and activated by both students and teachers.

A typical home room follows generally this pattern:

1. A fifteen-minute report and discussion period at the beginning of the first morning period four days a week. This first period is lengthened by twelve minutes for this particular reason.

2. A once-weekly period of forty minutes devoted to discussions of student affairs, preparation for taking part in seasonal school activities involving the entire student body or planning for aid and cooperation in all extracurricular matters of importance to the group.

3. A home room representative is elected to the student council at the beginning of each semester. This representative carries the wishes and decisions of the group to the student council meetings where issues are acted upon. He then reports the decisions of the council together with future problems for discussion to the home room at its next meeting. (Our student governing body is called a student assembly and is composed of some sixty members from various organizations and classes within the school, e.g., class presidents, club presidents or alternate representatives, student body officers and the home room representatives.)

4. The typical home room is teacher-guided to some extent but is definitely not teacher-directed.

5. Administrative morning bulletins are read daily, each topic directly or indirectly affecting the home room discussed briefly. Decisions are made when necessary at that time.

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Bulletins primarily for teachers are also read, if practicable, and home room members are given adequate explanation as to why and by whose instigation such announcements are set forth.

6. On the day of the full period the entire group discusses, prepares and carries out definite participation in assistance toward successful completion of the school or club activity set for that particular day, night or week-end. The full period of home room activity is ordinarily held on Friday, but may be held on any day of the week as needed.

7. The first few meetings in each new school year are devoted to getting acquainted, usually by asking each member to face the group from the front of the room, tell his name, year in school, age, special interests and aims and whom he feels he knows best among the group.

The teacher at these sessions occupies a seat at the rear or in the center of the room and gives the essential information about himself in the same manner as do the students.

8. During the early part of the first semester the teacher has a twenty to forty minute counseling and guidance session with each student in the group; this session being scheduled at a time convenient to the student, usually during a study period or at some other time when the student is not in class in an academic subject.

9. Discussions of problems affecting an individual student in the school are frequent but are never instituted by the teacher. Such discussions are initiated by students only after personal prearrangement between several students and the

teacher. All such group discussions are conducted with the idea in mind of finding a workable solution if such can be arrived at without recourse to the counseling staff. No problems of a highly personal nature are included at any time.

Merits of the System

1. The group easily and quickly becomes well-acquainted and adjusted within itself.
2. A sense of common goals and mutual respect pervades the home room.
3. A feeling of accomplishment and satisfaction is apparent to all.
4. The aims and desires of the group reflect the aims and desires of the student assembly and the student body generally.
5. The members are genuinely concerned about each other's progress and well-being.
6. Such a home room situation provides the teacher with deep insight into the goals, abilities, weaknesses and needs of each member of the group.
7. Personal and group guidance is made easy and delightful.
8. Near-capacity effort is shown by nearly all members of the room.
9. It's fun for students and teachers.

Areas for Improvement

1. No program for education, growth or guidance of the home room personnel is ordinarily arranged.
2. The people in a group are with that particular teacher for only a one-year period. Follow-ups cannot easily be accomplished.
3. There is some loss of class time. Since the home room meets for a full period once weekly, on the average, and since the activity is held within the structure of a chemistry class, some work which would otherwise be completed, is lost.
4. There is some duplication of effort with other home room groups and on occasion different approaches to a single problem make for conflict and cross-purpose. This appears to be unavoidable under such a system.
5. The group averages forty persons from year to year and as such is a bit too large to do justice to every member of the activity. (The teacher has been faced with the problem of large classes over a period of years; primarily due to his willingness to accept large groups and the peculiar nature of the academic subjects he teaches.)

6. There are a few members of the activity who are not in college preparatory work but who are taking the first period course (chemistry) for general betterment or because of interest. These few occasionally have a feeling of "not quite belonging" though this is a rare situation.

7. The time of meeting is not propitious. First period offers some confusion to the day in that pupils are often called to student office to check absences or tardiness, and some arrive late, thus adding to the confusion.

8. Near the end of each semester interest in activities lags appreciably. Students become engrossed in preparation for exam week and have a tendency to neglect details bearing on home room activities.

Conclusions

Within the framework set up by the administration, the home room system at our school appears to function well. A minimum of interruptions or failures to accomplish are met with.

On the credit side of the ledger remarkable cooperation exists among individuals of the activity and student-teacher relationships are harmonious.

This activity is a combination report period, home room period, and such a situation must be handled with consideration and tact. The students realize the lack of time devoted to functions of the home room, and do make every effort to be businesslike in their approach to problems. A full period daily would allow a far wider scope of activities. However, the school operates on a nine-period day with shortened periods where the activity in question involves the entire student body. Thus there is some separation of home room and other activities.

We believe the individual counseling by the home room teacher is well worth the time involved and contributes much to better understanding on all sides.

Perhaps it would be advantageous if the teacher could be adviser for the group for a full four years. And yet, teacher turnover alone might leave thirty to one hundred students in the lurch on any given year. The one-year method has its advantages, particularly with eleventh graders.

Finally, considering results in terms of social consciousness, academic grades, citizenship and school spirit, the system appears to accomplish far more than it loses in effectiveness.

ASSEMBLY PROGRAMS

for May

SPOTLIGHT ON ASSEMBLIES

The Junior High assembly has often been referred to as the "town meeting" of the school. Since it is, or should be, representative of both curricular and extracurricular activities, this is an appropriate title. But it goes beyond being just a meeting as it integrates the entire life of the school.

One of the primary aims of the Junior High assembly is to unify the school. The assembly actually acts as the heart of the school as it is often the only place where the entire school body meets as a group. As a group students learn school spirit, loyalty, and respect, thus increasing school morale and promoting an intelligent patriotism.

The assembly also aims for all students to participate in some phase of a program. This develops a sense of belonging and gives recognition to many students who would probably be overlooked otherwise.

The presentation of worthwhile programs develops the aesthetic sense of the student if he is properly prepared. It also affords an opportunity to widen and deepen his interests. The assembly also provides an opportunity for social experiences so essential to the Junior High student. It actually acts as a social laboratory where the student is recognized both as an individual and as a member of a group. It affords him an opportunity to satisfy his needs of acceptance and achievement.

If we are to derive these benefits from the assembly, it must be carefully conceived, planned, executed, and evaluated by both the faculty and the student body.

Conceiving an assembly program involves long-range plans. In the spring of the year a faculty committee should be organized with the principal acting as adviser only and a teacher adept at handling programs as chairman. The other members—one from each area of the curriculum—should have a vital interest and understanding of the necessity of worthwhile assembly programs. This committee should establish a tentative yearly schedule and recommend how many programs should be held and the time limit of each. A second consideration of the committee should be how many and what students should

serve on the assembly committee. Once this has been established and the student members selected, both committees should meet. The students should be oriented as to their function. Their first project would be the formulation of a yearly assembly program calendar. This would be a follow-up of the yearly schedule made by the faculty committee. Another task to be performed would be the planning of the first assembly program for the fall term. This should be carefully planned so that it will set the tone for future programs.

Both of these projects—yearly calendar and first assembly program—would have to be completed early in the fall. The calendar should then be distributed to faculty members so that they could volunteer for the suggested programs they feel their groups are capable of handling, or else write in their own ideas. This advance notice allows for careful planning.

The students should do the planning of the programs under a teacher's guidance. They should know exactly when it is to be presented and how much time they are allotted, but their first consideration in planning should be what is the best method of presentation in order to achieve objectives. If it is to be strictly informative, perhaps a panel discussion would be best; if they want to arouse interest, they could rely on a debate; music or a skit could be used to commemorate a special event or holiday. Regardless of the method they select, students should outline carefully their entire program and decide who is to do what. They must bear in mind that the smallest task is vitally important to a successful program and that everyone will participate in one capacity or another some time during the year.

If their outline is acceptable, practice schedules should be arranged. It is difficult to say how far in advance the practices should begin. Depending on the type of program, practice should begin at least two weeks before presentation. The assembly committee should also be informed two weeks in advance as to the group's plans in order that they may provide any materials, stage props or suggestions. It is best, if stage lighting is necessary, to let the same committee function in this capacity for all programs. Practice sessions should be conducted in the same manner as other

group activities. It is best not to have any practice the day the program is to be presented.

Execution of the assembly program should come completely from the students. They should follow the standard opening procedures established for their school. This usually consists of the flag salute and a patriotic or school song. This serves to unite the different groups attending and command their attention. The program should then be presented without any interruptions for announcements pertaining to other school activities or functions. If the program has been carefully planned and the audience duly prepared, there should be few discipline problems. However, faculty members responsible for a group attending should be present.

One of the problems often encountered in presentation is how to adjust the schedule so that all students can attend when the auditorium holds only approximately one-half or one-fourth of the student body. This necessitates repeating the program two, three, or even four times. It is the responsibility of the faculty committee to determine the best procedure for handling this situation.

The most neglected phase of assembly programs is their evaluation. This is very essential if they are to be an integral part of the school. Both the faculty and student body should participate in evaluation. An effective method of handling this is to have the faculty and student assembly committees prepare questionnaires and distribute them. The questionnaire must be carefully planned if it is to be effective. The committees must also appraise these evaluations and put into effect the constructive criticism that is usable. The results should be tabulated and added to the committee notes. These will be useful in their spring planning for revising their total assembly program.

Let's put the spotlight on assemblies by following these four steps—conceiving, planning, executing, and evaluation—and establish them as integral parts of our Junior High Schools.—Helen Peabody, Technical Junior High School, Omaha, Nebraska

EMOTIONS IN MUSIC

A very interesting and instructive assembly program may be based upon the general theme of "Emotions Pictured in Music." The various selections may be played by the orchestra, band, or other groups, the record player, and by individual students.

Before each selection is played, the audience is asked to listen carefully and try to determine

just what emotion or mood the composer is attempting to convey. After part of the selection has been played the chairman interrupts the music and explains how the composer, by emphasizing such mechanics (and combinations) as fast and slow, high and low, major and minor, heavy and light, soft and loud, etc., obtains the desired result. The selection is then completed with the audience the better educated to appreciate these basic principles and utilizations.

There are many possibilities in this type of program, but, because most of the students will have had little training in music, the simplest and most striking contrasts should be presented first. For example, the difference between a "funeral march" and a "triumphal march" will be immediately evident.

The following compositions will suggest a few of the possibilities:

"Funeral March"	Chopin
"Danny Deever"	Damrosch
"Spring Song"	Mendelssohn
"Liebestraum"	Liszt
"Cradle Song"	Schubert
"Good-bye"	Tosti
"Triumphal March" (Aida)	Verdi
"Still as the Night"	Bohm
"Serenade"	Schubert

WHICH APPLICANT GETS THE POSITION?

The proper method of applying for a position can be easily and effectively dramatized in an assembly program. The setting is an office in which a personnel manager interviews applicants, both boys and girls, for two or three different vacancies. Previously filled out application forms provide him with information and "talking points." As each applicant enters, a large card indicating his or her number is shown at the side of the stage.

In each of the sets of applicants there is only one who meets the requirements; each of the others shows some distinct lack or weakness. For example, one lacks manners; one is carelessly or flashily dressed; one talks too much; one listens too little; one uses incorrect English; one shows too little interest; one tries to use high pressure; one's written application is illegible, etc.

At the end of each interview, say three or four for each vacancy, the interviewer looks out over the audience and asks, "Which one would you employ?" The audience will immediately chorus back at him, "Number three" (or the appropriate number of the acceptable interviewee) and he replies, "So should I."

News Notes and Comments

So This Is Basketball?

_____, _____, _____ (AP) _____ played his first full basketball game of the season Tuesday night, and he'll probably never forget it.

The 6-foot senior scored 135 points as _____ whipped _____ 173-43 in a high school basketball game. _____ Coach _____ admitted it was planned that way.

"We just fed him the ball and let him try for a record," he said.

The national scholastic individual scoring record is believed to be 120 points.

_____ had a 27-point average before the game. But Tuesday night he scored 53 field goals and 29 foul throws.

Paddle Problem

The return-to-corporal-punishment movement continues to gain ground in some sections of the country—but in at least one community it has caused an unexpected problem.

After the Stamford, Conn., school board approved the use of paddling as a disciplinary measure, it sheepishly confessed that it did not know what kind of paddles to use or where to get them.

As a result, the board directed its principals to study the paddle matter and report back, undoubtedly hoping that in the meantime no disciplinary problem arises that is serious enough to warrant the use of a paddle.

Across the country, however, in California, there are apparently no problems over paddles. Since the State Legislature last year approved "reasonable corporal or other punishment," the trend there is to the use of rulers and straps for spanking purposes.

The state law, intended to permit teachers to "maintain the dignity" of the classroom, has prompted many local systems to spell out disciplinary powers assigned to teachers and principals.

The Berkeley, Calif., school board—although nixing the use of paddles—has voted that teachers may "shake, strap, or spank" pupils.

Workshops For Choral Judges and Directors

In response to numerous requests made by choral directors in the public schools, the Interscholastic League has arranged a series of workshops which will be of interest to all choral directors and officials who serve as judges for choral contests.

Participants in these workshops will endeavor to establish certain criteria to guide judges in evaluating choral groups in competition and will

make an attempt to clarify the standards which should be used in rating groups in Division I through Division V.

The format for the workshops will follow that which evolved during the two years that workshops in band were held throughout the state and which proved very popular for band directors and band judges.—The Texas Interscholastic Leaguer

Dilemma at La Crosse

La Crosse public school teachers have voted to withdraw their support from all activities associated with the schools except their teaching duties during the regular school day. This is in protest of city council action cutting \$77,000 from the school budget request, including \$48,500 for teacher salary increases.

Their purpose, according to the teachers, is to start a campaign for the improvement of education in La Crosse by calling public attention to the "dilemma of the schools." The "associated activities" include dramatics, sports, music, clubs, school publications, extra counseling with students, collecting money for special drives, publicity, P.T.A. meetings and others.

Considerable support is reported on the side of the teachers in their stand. The Central Student Council in a statement said its members "will sacrifice our extracurricular activities for the express purpose of having educational standards in La Crosse increased." High school students in a sampling survey of the city to determine public sentiment, found 65.5 per cent of those contacted favor a tax increase for "educational improvement." About 10 per cent of the population was reached by more than 200 youths and this was considered a fair sample of opinion. The student survey, without prompting or aid from adults, was praised by the *La Crosse Tribune* as a wholesome demonstration of civic action.—Wisconsin Journal of Education

Are They Necessary?

Summarizing his investigation of the opinions of yearbook advisers on the question, "Stories About Seniors: Are They Necessary in Today's Annuals?" William H. Taft, in *Photolith*, says,

"Most books of today which use senior writeups carry them alongside the portraits. Some books have separate pages for writeups at the end of the section or at the back of the book. But these develop problems, largely because of the dullness of the all-type pages. The trend is

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20"	3.95	4.35	4.50	4.90	7.95
50"	7.80	7.90	8.55	8.75	12.65
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toward limiting the amount of copy for better layout and appearance.

"And better books of today are certainly avoiding quotations, nicknames, and long write-ups that have little in them but generalized praise."

Rah! Rah! Rah!

"That the disease has spread to the junior high school was to me a new and shocking revelation," so stated Dr. James B. Conant in his address to the American Association of School Administrators recently. The disease he referred to is "an almost vicious overemphasis on athletics."

Later, he told **Newsweek**: "The question has come up in some communities whether to keep the junior high school independent or meld it with the high school. Well, the question was solved not on economic grounds, or efficiency, or pedagogic reasoning, but simply on the basis of keeping a football or basketball team. I was amazed."—**Newsweek**

Among The Books

THE ART OF DRUM MAJORING, by Bob Roberts and Charles Scott, is a complete, detailed and well illustrated story of this increasingly important activity. Its five main sections are: The Drum Major, Commands and Signals, Performance and Showmanship, Uniforms and Equipment, and Opportunities for the Drum Major. Included are an Adjudicator's Comment Sheet and a Survey Chart of College Drum Major and Baton Twirlers; also photographs of outstanding majors and majorettes. This is an attractive, helpful and needed book. Belwin, Inc., Rockville Centre, Long Island, New York. Price, \$2.00.

PROJECT HANDBOOK AND HOBBY TOOL GUIDE, by X-Acto shows how a complete hobby-craft program including woodcarving, Indian beadwork, leathercrafts and numerous other activities may be successfully conducted with the aid of this new guide. Designed for teachers, counselors or for use by youngsters themselves, the guide includes dozens of projects, tool use hints and a catalog of hobby tools. Profusely illustrated, the book has 27 fact-filled pages and is available at most hobby, hardware and department stores or it may be obtained from X-Acto Inc., Long Island City, N.Y., manufacturers for hobby tools and kits. The price is 25 cents.

How We Do It

SPIDER WEB HOBBY

One of the newer and more unique types of hobbies is the collecting, processing and exhibiting of spider webs. The results make a natural and most intriguing exhibit for a nature study or science fair.

A web is collected by means of a piece of dark cardboard which is slipped under or back of it and brought up into contact with it. The outlying or hanging threads are carefully snipped with a pair of small scissors. The web is then covered with cellophane and properly identified. The spider may be killed with a spray and attached to the web in realistic fashion.

Webs are found in gardens on dewy mornings, on bushes, fences, around the house—especially in dark and out-of-the-way places such as basements, old stairways and attics, in outbuildings or old houses. Some collectors raise their own spiders and so have a continuous source of webs. In this case, because spiders eat each other as well as insects, appropriate housing precautions must be taken.

SHOE-SHINING IN THE CURRICULUM

For the first time shoe-shining is part of a daily school curriculum.

The unique innovation is now taking place at John Barry Junior High School, New York City, (113 East 87th Street) where 300 boy students are required to shine each other's shoes every morning.

Each of the school's 22 classrooms has a "Shoe Shine Corner" with a new shine box, an assortment of polishes, brushes, daubers and cloths for all kinds of shoes. They are the donation of Irving J. Bottner, ex-shoe shine boy, now president of Esquire shoe polish. He started the unprecedented program by giving a shoe-shining demonstration in school auditorium, shining the shoes of 12 of the youngsters.

Miss Hazel R. Mittelman, school principal, conceived the shining period because shoe-polishing, she has observed, is more neglected than other components of good grooming, and so very essential for a good appearance. Says she, "Polished shoes are as important as the sharp crease in trousers; the combing of hair; the careful knot in the tie; and the cleanliness of the fingernails; while polished manners maketh the man, polished shoes maketh the gentleman."

CLASSIC PLAYS DO HAVE AUDIENCE APPEAL

For more than a dozen years Benson High School, Omaha, Nebraska, has biennially staged one of Shakespeare's plays. These presentations are primarily projects of the English Department, under the leadership of Gunnar Horn, Department Head. However, other departments, such as art, industrial arts, commercial, physical education and home economics, always contribute heavily to the projects.

Although all plays are selected for their cultural value, and never with a view of raising money, these Shakespearean plays do make money, despite their often high production costs and the minimal admission fee of fifty cents. Profits made are plowed back into finer productions.

A UNIQUE CHRISTMAS ACTIVITY

Among the other interesting activities and projects of The Math Club of St. Louis University High School, St. Louis, Missouri, was the Christmas Math Contest. This contest, which was open to all students, centered around 42 problems which were to be worked out at home during the Christmas holiday. In order to provide equitable competition, students competed only against other students in their own school year. The winners in each year group received cash prizes, the runners-up, paperback math books.

FOR YEARBOOK EDITORS

1. Does the copy in the organization section contain the facts and information needed to record the history of the year in specific terms?
2. Does the organization copy explain the purpose of groups when this purpose is not apparent?
3. Have you included important data such as names of officers, advisers, play casts and significant dates in your organization copy?
4. In the organization and activities section, have you been careful to omit trivial details, bouquets, personal opinions and editorial comment?
5. Does your sports copy provide an accurate record of the athletic year either by games or good résumés of the season?
6. Have you included highlights and important facts in your athletic copy?
7. Have you reported the record regardless of the season's success, exhibiting good sportsmanship?

8. Are you careful in your sports copy to emphasize team play rather than individual effort?

9. Does your sports copy cover all sports satisfactorily, including facts about the entire athletic program?

10. Does your student life copy provide a worthwhile record of informal events, unifying and adding meaning to pictures and captions and omitting class wills, prophecies, etc., when their quality and treatment do not warrant their space?—The Scholastic Editor

FOR NEWSPAPER EDITORS

1. Do you copyread and proofread all copy as carefully as possible before it appears in the final edition?

2. Does the body type have high readability? Is it set consistently in appropriate column width for the size of your pages?

3. If you utilize modern headlines, is the typography contemporary or adaptable old style so that the type plan will agree with the makeup design?

4. Do you avoid use of hard-to-read all capital letters in your headlines and captions? Do you use capital and lower case letters for best appearance and easiest reading?

5. Is your type plan harmonious, utilizing faces which blend agreeably and avoiding the appearance of a typographic catalog in each issue?

6. Does your over-all typography have reader appeal by being attractive and easy to read?

7. Do you use contrast headlines to break the monotony of a page layout (such as italics, light face type and modern scripts)?

8. Are you maintaining consistent and uniform margins whenever and wherever possible?

9. Does your body type harmonize with the headline schedule?

10. Have you talked printing matters over with your printer to assure that uniform impression and ink distribution will be made?—The Scholastic Editor

NBC's FIRST ANNUAL NEWS CONFERENCE

More than eight hundred metropolitan high school newspaper editors and advisers attended NBC's First Annual News Conference held in the RCA Building, New York City.

UP TO THE MINUTE OUTLINES

Adult Education	\$1.00
Four Way Blackboard	\$1.00
Fundamental English	\$1.00

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The purpose of this all-day-and-evening seminar was to "show the most up-to-date means of getting news to the public as well as the opportunities that await in this expanding field of radio and television reporting."

High NBC officials and well-known newscasters described goals, materials, procedures, requirements, problems and experiences. In the first of two afternoon panel discussions delegates interviewed foreign correspondents in London, Paris and Berlin. In the following panel a similar group quizzed David Brinkley via a closed-circuit hook-up.

Other activities included the witnessing of a demonstration of television and control room techniques, rehearsals, and the actual presentation of Weather 6, the Gabe Pressman Show, and the Huntley-Brinkley Report.

CHINKS AND CHINKETTES

Each year the Pekin (Illinois) Community High School selects, on the basis of citizenship and school spirit, a boy and a girl on whom it bestows the honorary title of Chink and Chinkette. The idea is to promote good sportsmanship.

At the traditional program, during each home basketball game, the Chink and Chinkette, properly garbed in oriental silk and bamboo hats, walk slowly to the center of the floor and there greet the opponent's representatives with a formal handshake. Dimmed lights, appropriate music by the band, and a furious closing hand-clapping-and-shouting help to make this event effective.

A FRIENDSHIP WEEK

The Brownwood, Texas, High School Chapter of the National Honor Society recently sponsored a Friendship Week which included these special "days" Monday, Make-a-New-Friend; Tuesday, Renew-a-Friend; Wednesday, Election-of-Friends; Thursday, Golden-Rule; and Friday, Value-of-Friendship. Chapter members competed in a written contest on "The Value of Friendship."

GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

G. A. Eichler

Albert M. Lerch

The Continental Press, Inc.
Elizabethtown, Pennsylvania

the winner's theme being read to the entire school. On Wednesday the three upper classes voted on "the friendliest boy and girl in the class."

"NO ACS"

For the past two years the students of the Faribault Senior High School, and Bethlehem Academy, Faribault, Minnesota, have taken an active part in the Safety Check sponsored by the Junior Chamber of Commerce.

This non-compulsory car-check is held each spring on a main street of the city. A policeman directs traffic; a girl acts as secretary; a boy is the mechanic; and a Chamber of Commerce member checks such parts as horn, lights, brakes, tires, signal lights, etc. About one-fourth of the cars fail to pass this simple test. If repairs are called for, and made, the driver then receives the Safety Sticker.

This year the Faribault Lions Club started a "No Acs" (no accidents) program which is open to all licensed drivers in the two high schools. A suitable sticker is awarded each student who has had no accident nor traffic violations so far during the year, and who follows the eight well-known rules of safe driving concerning speed, yielding right-of-way, following other cars, drunk driving, turning, passing, observing traffic signs, and attention to own lane.

HELP FOR HOME ROOMS

Active home room programs are stimulated at St. Louis Park junior high schools by an annual home room workshop held in late fall.

All home room presidents and their teachers are invited to the workshop, where together they have an opportunity to look over an extensive display of guidance materials for home room use.

Vocational information, printed material on teen-age problems, and flip charts are collected by the school counselors and assembled for the workshop to show prospective "buyers" possibilities for guidance-related programs during home room periods.

Effectiveness of the program is evidenced by the increased use of guidance home room material which always follows the late fall workshop. For those who plan a discussion during home room period, pamphlets, film strips, and reference guides can be secured from the counselors' offices.

The guidance phase of the home room programs varies with the interests and motivation of the teachers as well as students, Lyle L. Williams, Central Junior High counselor, reports. When a guidance-related program is used for the home

room period, counselors often serve as resource leaders in discussions.—Minnesota Journal of Education

STUDENTS EYE STOCKS

The stock market fever has hit the ninth grade at the West Shore Junior High School near here.

Given a choice of investing their money in savings bonds or stocks as part of a business education course, the 65 students chose stocks.

"The idea of speculation caused a great deal of enthusiasm among the pupils," explains teacher John Anthony. "So much interest has developed they plan to buy a share in other stock before long."

Each contributed about 30 cents to buy an \$18.59 share in a chemical company.—Harrisburg, Pennsylvania (AP)

A COUNCIL-SPONSORED SCHOLARSHIP AWARD

Three years ago the Student Council of the New Brunswick, New Jersey, Senior High School originated and promoted The Robert C. Carlson Scholarship Award, honoring the late principal who had served the school for more than thirty years. This \$300 Scholarship is awarded at graduation to a deserving senior who has been accepted by an accredited college or university.

Candidates for this scholarship must qualify on the basis of financial need, character, participation in activities, and scholarship—they must be in the upper half of the class, scholastically.

The committee in charge is composed of the principal, guidance adviser, senior class adviser, and student council president. The heads of the English, social studies and mathematics departments rotate as members from year to year. This group considers all applicants, selects five finalists, and then chooses the winner and an alternate.

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What You May Need

SPARKY'S GUIDE

A new folder available from the National Fire Protection Association describes how a junior fire department can teach personal fire safety habits to youngsters, and at the same time promote more general awareness of fire hazards throughout the community.

The helpful guide gives a step by step plan for organizing a Sparky's Fire Department, or similar group and a program for keeping it going and growing.

The Sparky guide has been prepared especially for officials, committees, instructors and all individuals and groups interested in the planning and running of a junior fire department. In it are answers to such questions as: Why organize a Sparky unit? How can the organization be adapted to fire department, school and other sponsorship? Who will help and what subjects should be taught?

Free copies of the Sparky guide may be obtained by writing to the Public Relations Department, National Fire Protection Association, 60 Batterymarch Street, Boston 10, Mass.

CLASS AND CLUB ART MATERIALS

The Crayon, Water Color and Craft Institute, which establishes and maintains high quality and non-toxic standards for school art materials, has begun a public relations program to inform the consumer on the recreational and educational values of children's art. The program, directed to all segments of the public, will publicize the importance of art education, draw attention to the variety of children's art materials available, and encourage art activities among children. Address: The Crayon, Water Color and Craft Institute, Inc., 420 Lexington Avenue, New York 17, New York.

1001 VALUABLE THINGS FREE

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NEW WORLD LIST OF MAGAZINES

THE DOBLER INTERNATIONAL LIST OF PERIODICALS FOR BOYS AND GIRLS offers information on nearly 200 magazines—name, address, editor, year began, circulation figures, age level, marketing requirements and payment, and if books are reviewed. The periodicals are listed in four major groups—general, school, church and religious, and foreign publications. Included are an index and bibliography.

This valuable publication grew out of a mimeographed list which Miss Dobler prepared and distributed at the Workshop on Literature and Language Arts, Metropolitan Association for Childhood Education, in New York, early in 1953. Printed that spring, the LIST has been revised and enlarged and reissued each year. It may be obtained from Muriel Fuller, P.O. Box 193, Grand Central Station, New York 17, New York. Price, \$2.00.

BULLETIN BOARDS HANDBOOK

This attractive, well illustrated book is designed to help teachers, librarians, and all others who are faced with the regular task of setting up attractive bulletin board displays. Pictures of actual bulletin boards and suggestions for using inexpensive material are included.—Easy Bulletin Boards, Mrs. Stanton L. Davis, Box 103, Cleveland 21, Ohio. Price \$1.50.

Comedy Cues

There's a Reason

He: "Since I met you I can't eat, I can't sleep, I can't drink."

She: (shyly): "Why not?"

He: "I'm broke!"

☆☆☆

Paying Her Own Way

The elderly Scot was still up when his son returned from a courting trip.

Son: "Why are you so worried, Dad?"

Dad: "Just wondering how much the evening cost."

Son: "Just fifty cents."

Dad: "That was not so much."

Son (simply): "It was all she had."

☆☆☆

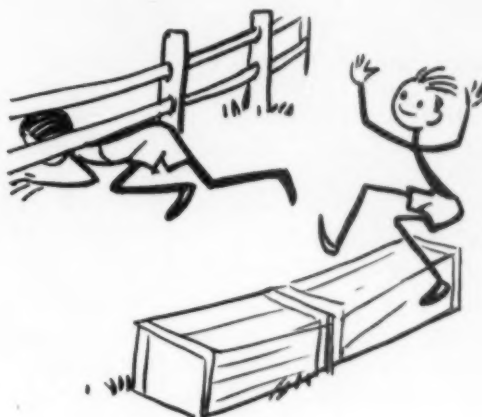
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